School Strategic Plan 2020-2024

Magpie Primary School (2271)

Submitted for review by Penelope Ellis (School Principal) on 15 September, 2020 at 02:14 PM
Endorsed by Karen Howden-Clarnette (Senior Education Improvement Leader) on 15 September, 2020 at 02:26 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

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School vision	At Magpie Primary School, we encourage all students to develop academic and social skills that promote successful attitudes and relationships that inspire them to create their own pathways to the future. We provide a positive, inclusive and safe environment filled with rich learning experiences that foster a sense of belonging and self fulfilment.
School values	As a school, we uphold the following values: - Confidence - Persistence - Organisation - Getting along - Resilience
Context challenges	The challenges for our school during this quadrennium are: • Completing and implementing the Instructional Model across all levels of the school. • Providing professional opportunity for all teachers to develop knowledge and skills sufficient to implement the IM. • Creating, refining and reinforcing a truly differentiated approach to student learning. • The production of real student achievement data that is purposeful in accurately identifying the point of learning need for any student and which is captured by teachers skilled at applying data knowledge to improve student achievement outcomes. • Helping a number of families to re-assess their view of the impact poor attendance has on learning across a life time. • Generating sufficient impetus from rich learning experiences so that student engagement removes many social barriers to successful school life.
Intent, rationale and focus	Magpie PS will aim to improve our reading data over the next 4 years. The reason why this is important to our school is because we understand that reading has a direct correlation to all other subjects. Our data shows us that students who are below standard in reading are usually below standard in language, listening skills, their ability to write and understand writing and numeracy. If we can improve our reading data, we believe it will directly impact all other data within the school. How we will impact this is through our

instructional model (whole school approach towards reading) and improving teacher's ability to read, interpret data and where to go next with a student's reading.

The key challenges facing our school will unfold in a timeline similar to this sequence:

2021 (1st Quarter) Completion of IM and application to all teachers. Teacher skills in using and applying data are confirmed. Data use is operationally sound. Renewed approach to attendance implemented. Individualized approach to learning is monitored and assessed for rigour. Student learning support commences through intervention program. Additional time allocated to literacy and numeracy.

2022 (2nd Quarter) IM is demonstrably innate to all teaching. Professional skill development directed to teachers to stretch capacity to deliver Individualized approach. Forum to bring about changing awareness of parents to the impact of poor attendance commences. Program of rich learning opportunities commences with data gathered to measure impact. Data use continues in daily learning and teaching program. NAPLAN strategic support strategies commence.

2023 (3rd Quarter) Continue as above. Refinement of data acquisition strategy commences. Deep analysis of student outcomes commences with remediation practices extended to support children not at expected level. Teacher professional learning program extends.

2024 (4th Quarter) Data sets protected logistically. Self review commences. Curriculum content assessed against State wide requirements.

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Goal 1	Improve learning outcomes for all students
Target 1.1	NAPLAN increase the per cent in the top two bands in Year 5: • reading from 8 per cent in 2019 to 25 per cent by 2023 • writing from 0 per cent in 2019 to 25 per cent by 2023 • numeracy from 0 per cent in 2019 to 25 per cent by 2023.
Target 1.2	NAPLAN decrease the per cent of students in the bottom two bands in Year 5 in: • reading from 42 per cent in 2019 to 25 per cent by 2023 • writing from 58 per cent in 2019 to 25 per cent by 2023 • numeracy from 33 per cent in 2019 to 25 per cent by 2023.
Target 1.3	NAPLAN benchmark growth increase the percentage of students at and above benchmark growth in: • reading from 30 per cent in 2019 to 75 per cent by 2023 • writing from 0 per cent in 2019 to 75 per cent by 2023 • numeracy from 50 per cent in 2019 to 75 per cent by 2023.
Target 1.4	Increase the per cent of P-6 students achieving at or above the expected level according to teacher judgment in:

	• reading and viewing from 85 per cent in 2019 to 90 per cent by 2023 • writing from 84 per cent in 2019 to 90 per cent by 2023 • number and algebra from 85 per cent in 2019 to 90 per cent by 2023.
Target 1.5	Staff Opinion Survey increase the per cent of positive endorsement in: • Academic emphasis from 54 per cent in 2019 to 75 per cent by 2023 • Collective efficacy from 61 per cent in 2019 to 75 per cent by 2023 • Guaranteed and viable curriculum from 42 per cent in 2019 to 75 per cent by 2023.
Key Improvement Strategy 1.a Curriculum planning and assessment	Embed curriculum planning and implementation practices to engage and challenge all students
Key Improvement Strategy 1.b Curriculum planning and assessment	Embed curriculum planning and implementation practices to engage and challenge all students
Key Improvement Strategy 1.c Curriculum planning and assessment	Implement a whole school, evidence based instructional model incorporating high impact teaching strategies underpinned by a pedagogical model
Key Improvement Strategy 1.d Evaluating impact on learning	Develop the capacity of all teachers to regularly collect, analyse and evaluate student learning growth to inform teaching and learning
Key Improvement Strategy 1.e Building practice excellence	Enhance teacher practice through the implementation of Professional Learning Communities
Key Improvement Strategy 1.f Instructional and shared leadership	Develop the instructional leadership capacity within the school

Goal 2	Improve student engagement in learning

Target 2.1	Attendance –
	
	    Reduce the per cent of students with 20+ days absent from 37 in 2019 to 20 by 2023
	
	    Reduce average days absent per FTE from 20.1 in 2019 to 16 by 2023

Target 2.2	Staff Opinion Survey increase the per cent of positive endorsement in: • Parent and community involvement from 69 per cent in 2019 to 75 per cent by 2023 • Trust in students and parents from 43 per cent in 2019 to 75 per cent by 2023.
Target 2.3	Students Attitudes to School survey increase the per cent of positive endorsement in: • Stimulated learning from 70 per cent in 2019 to 80 per cent by 2023 • Sense of confidence from 70 per cent in 2019 to 80 per cent by 2023 • Student voice and agency from 65 per cent in 2019 to 80 per cent by 2023 • Differentiated learning challenge from 77 per cent in 2019 to 80 per cent by 2023.
Target 2.4	Parent Opinion Survey increase the per cent of positive endorsement in: • Student motivation from 75 per cent in 2019 to 85 per cent by 2023 • Parent participation and involvement from 75 per cent in 2019 to 85 per cent by 2023.

Key Improvement Strategy 2.a Empowering students and building school pride	Improve student voice, agency and leadership
Key Improvement Strategy 2.b Vision, values and culture	Embed a culture of high expectations of learning effort and engagement for all students
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop teacher capacity to scaffold and differentiate learning to enable students to achieve learning goals
Key Improvement Strategy 2.d Parents and carers as partners	Embed a culture of partnership with parents and carers to enhance student learning